

GS.V State procedures and practices ensure collection and reporting of accurate and timely data.**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):****Special Education Data Collection Processes:**

Missouri utilizes a web based data collection system to collect data including, but not limited to, the five types of data reported and verified for Section 618, Part B of IDEA. The Division of Special Education Data Coordination section has responsibility for assisting with improving the integrity of special education data collected within the Core Data Collection System.

The Core Data Collection System contains screens which are used to collect data from districts. Districts are required to enter data as directed in the Core Data Collection System Manual within specified timelines. Screens 8, 9 and 13/14 collect data on all students. Screens 11 and 12 collect data exclusively on students with disabilities. The following table specifies collection domains, data variables, due dates, and verification procedures pertaining to screens monitored by the Division of Special Education Data Coordination section.

Special Education Reporting Table

Title	Collection Domain	Data Variables Required	Due Date	Verification Procedures
Core Data Screen 8 (Post-Graduate Follow-Up)	Follow-up on previous year's graduates (February Cycle of the Core Data Collection System)	<ul style="list-style-type: none"> o Post-graduation activity (i.e. 4 Year College, 2 Year College, Non-College, Military, Employment, Other or Unknown) o Gender o Race/Ethnicity o Disabled (subset with IEPs) o VR Cooperative (subset of disabled) 	February 15 (Special Education Listserv (SELS) notification sent to districts in January)	Data is provided on Special Education District Profiles for review by districts (description follows in Processes to Facilitate Usage of Data).
Core Data Screen 9 (Discipline Incidents)	Suspension/Expulsion for ten or more consecutive days or for more than 10 cumulative days (June Cycle of the Core Data Collection System)	<ul style="list-style-type: none"> o Grade o School o Date of offense o Type of offense o Type of weapon o Race/Ethnicity o Gender o Primary disability o Type of removal o Length of removal o Repeat offender (Y/N) o Modified length (Y/N) o Alternative placement (Y/N) 	June 30 but no later than July 15 (SELS notification sent to districts in April)	<ul style="list-style-type: none"> -Districts receive an error notification (i.e. edit button is displayed) when any field on screen 9 has not been completed or if invalid combinations have been chosen. -Data Coordination may randomly check a district's data for errors or questionable reporting, e.g. if the district has frequently asked questions or experienced problems in previous year.

Title	Collection Domain	Data Variables Required	Due Date	Verification Procedures
Core Data Screen 11 (Child Count, Placement and Census)	Child Count, Census and Placement of students receiving services as of December 1 (December Cycle of the Core Data Collection System)	<ul style="list-style-type: none"> Age as of December 1 Primary Disability Placement Gender Race/Ethnicity 	December 15 (SELS notification sent to districts in November)	<p>-In addition to reviewing error reports, data are reviewed for significant year to year changes. Districts are notified as necessary.</p> <p>-Data Coordination personnel generate child count and placement (educational environments) data verification sheets for each school district upon completion of data entry. Verification sheets are sent to districts for review and for signature.</p>
Core Data Screen 12 (Exiters)	Exiter Data (June Cycle of the Core Data Collection System)	<ul style="list-style-type: none"> Age as of December 1 Primary disability Exit category Gender Race/Ethnicity 	June 30 but no later than July 15 (SELS notification sent to districts in April)	<p>-Number of students by disability and by total is compared to previous year. Significant percentage changes are noted ($\pm 20\%$ for all exit categories except exiting special education or death which is $\pm 15\%$).</p> <p>-Data Coordination may verify data by comparing exiter data entered for students' ages 14 to 22 years with child count and educational environments data entered for the respective reporting year (Screen 11). Exit categories may be reviewed for inordinate increases or decreases.</p>
Core Data Screen 13/14 (Graduates, Transfers And Dropouts)	Graduate, Transfer and Dropout data (June Cycle of the Core Data Collection System)	<ul style="list-style-type: none"> Gender Race/Ethnicity IEP 	June 30 but no later July 15 (SELS notification sent to district in April)	Verification by Data Coordination is limited to cross checking the number of IEP students reported by selected districts to the number reported on Screen 12.
Core Data Screens 18 and 20 (Educator, Course and Assignment Data)	Data includes Section 618, Part B data, i.e. the number of full-time equivalent employed to provide special education and related services (October Cycle of the Core data Collection System)	<ul style="list-style-type: none"> <u>Screen 18 (Educator Data):</u> Educator information Career information Salary information <u>Screen 20 (Course and Assignment Data):</u> Course and assignment information Course enrollment data Assignment start and end dates, Vocationally funded courses must report on gender, race, handicapped, disadvantaged, graduates and adults enrolled 	October 15	Division of Special Education Funds Management personnel verify general reporting accuracy of special education and related services personnel data from public school districts. Verification by Data Coordination entails perusing data for significant increases or decreases from year to year
Core Data Screen 19 (Professional Development)	Number of educators engaging in high quality professional development (June Cycle of the Core Data Collection System)	<ul style="list-style-type: none"> School Educator name Engaged in high quality professional development (Y/N based on criteria) 	June 30	Data are collected and verified by School Core Data Section in the Division of School Improvement

Reporting Accuracy:

The primary methods of facilitating accurate reporting by districts are as follows:

- Core Data Collection System Manual - The *Core Data Collection System Manual* covers data entry and provides definitions and descriptions for reporting data. Changes/revisions are solicited, considered and initiated by School Core Data in June each year. Updated manuals are distributed to districts each fall.
- Error Defaults - Error checks have been incorporated into the web-based data collection system for invalid data reporting. When particular errors occur, an edit button will be displayed on the data entry screen. If a district's data entry screen is free from particular errors then no edit button will be displayed.
- Error Reports - The mainframe generates error reports upon district submission of the reporting cycle. Error reports list the district and their respective reporting error(s). Data Coordination personnel review these reports for significant errors and notify districts accordingly.
- Web Page - In addition to the *Core Data Collection System Manual*, Data Coordination provides further information on the Division of Special Education's Data Coordination web page. Links established on Data Coordination's web page provide general reporting guidelines, definitions/descriptions, frequently asked questions and examples. Both sources ensure the availability and uniformity of information provided to districts with regard to the data to be collected and reported.
- Technical Assistance - Data Coordination provides training annually to school district personnel. Topics include, but are not limited to, reporting requirements and facilitating data integrity. New administrators learn how to enter required core data elements and understand the significance of the data for decision making at the local, state, and federal levels. Data Coordination also provides ongoing technical assistance to school district personnel relative to the web-based data collected for special education (districts may call or email to ask questions). Person to person assistance facilitates and verifies reporting accuracy. Discussions with districts provide pertinent information regarding the clarity of the *Core Data Collection System Manual* and the clarity of data entry fields (including error defaults).
- Screen Prints - Upon completing data entry, districts may print a paper report or screen print to verify data entered.
- Other Pertinent Information - Data Coordination personnel verify data upon submission of the respective reporting cycle from all districts. This entails reviewing error reports and reviewing samples of selected districts' web screens and data reports for ambiguities, significant increases or decreases, omissions, etc. Data Coordination notifies districts via e-mail or phone of errors or of questionable entries in need of correction or substantiation. Districts notify Data Coordination when corrections have been completed. Re-verification of data ensures appropriate revisions have been made.
- Verification Procedures - Outlined in Special Education Reporting Table.
- Monitoring: This is conducted through the Special Education Monitoring Self-Assessment (SEMSA) and on-site reviews

Processes to Facilitate Usage of Data - State and District Profiles:

In addition to federal reports, performance reports, and ad hoc reports, Part B data are used for profiling each public school district's data and statewide data annually.

The State Profile and District Profiles are compiled annually in the fall and provide trend data from screens 08, 09, 11 and 12 of the Core Data Collection System as well as assessment data. Used in conjunction with the Missouri School Improvement Program (MSIP) (Section RsMo. 161.092), Profiles provide data concerning:

- School age and early childhood disability incidence rates
- Educational environment (placement) percents overall and by disability
- Child count and percentages by race/ethnicity
- Achievement data for students with disabilities (levels of progress and indices for all grade levels and content areas assessed with the Missouri Assessment Program (MAP))

- Graduation rates for students with disabilities
- Dropout rates for students with disabilities
- Post-graduate follow-up for students with disabilities (employment and continuing education)
- Discipline incident rates for disabled and non-disabled students and by disability

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Data compiled for state and district profiles suggest reporting accuracy has improved over the past few years. District profiles provided districts with information for compliance monitoring and for improvement plan development thus providing an impetus for improving the accuracy of the data collected and reported by districts. Resultantly, the data have become more reliable.

Missouri was in the improvement planning phase of the Continuous Improvement Monitoring Process during the 2002-2003 school year. Increasing elementary achievement and post-secondary outcomes for students with disabilities were selected as priority areas by the Part B Steering Committee. Two committees of stakeholders each met for two two-day sessions in April 2003. These committees worked through a root cause analysis and identified strategies and activities that would increase elementary achievement and post-secondary outcomes for students with disabilities. Both committees identified the need for data-based decision making in order to increase performance in the priority areas.

4. Projected Targets:

- Continue to work with districts to improve the accuracy of the data collected and reported.
- Additional targets are included in the Future Activities table.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also BF.IV and BT

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets(5)	Evidence of Change (4)	Projected Timelines & Resources (6)
1.1.6 GS.I GS.II	F) Work with the Department of Elementary and Secondary Education Core Data to make necessary revisions to the Core Data Collection System Screen 11–Child Count and Placement (Educational Environments) in order to collect accurate data from school districts regarding youth with disabilities held in city/county jails.	<p>1.1.6.1 Districts with students in city/county jails identified</p> <p>1.1.6.2 Verification of child count is conducted</p> <p>1.1.6.3 Web screen and directions revised</p>	<ul style="list-style-type: none"> Screen 11 collection revised if required 	<p>Timelines: 2003-2004 Child count verification activities conducted</p> <p>December 2005 Screen 11 changes implemented</p> <p>Resources: <u>Section Responsibility:</u> Compliance Data Coordination</p> <p><u>Funding Type:</u> Part B</p>
2.3.5 GS.II BF.IV	E) Develop and implement a web-based application for the special education district profile.	<p>2.3.5.1 Collaboration with MSIP and Core Data to develop Web reporting of the data.</p> <p>2.3.5.2 Policy developed to address the issues of confidentiality and the reporting of small cell size.</p>	<ul style="list-style-type: none"> Districts have access to special education district profile on the web 	<p>Timelines: 2004-2005 Web based application developed</p> <p>2005-2006 Profile available on web</p> <p>Resources: <u>Section Responsibility</u> Data Coordination</p> <p><u>Funding Type:</u> Part B</p>